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ABSTRACT

Athletics, basic instruction programs of physical education, and professional physical education programs are conducted together on hundreds of college campuses, intertwining facilities, personnel, and curriculum. Coaches continue to be assigned almost invariably to physical education departments if they have academic rank and/or teaching duties. This presentation identifies some structural as well as functional problems arising from the melding of the two programs; suggests solutions beneficial to both physical education and athletics; addresses how job expectations, supervision, and evaluation of teacher-coaches can be developed so that neither area of responsibility suffers; discusses articulation from the perspective of the physical education curriculum; and examines the dual role of teacher-coach. About half the paper consists of documents produced by the State University of New York (Brockport), illustrating criteria for assessing the teacher-coach in terms of duties and responsibilities in each of five areas: mastery of subject matter, teaching effectiveness, scholarly ability, university and public service, and continuing growth. (LL)

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ED 365 658

ARTICULATION BETWEEN PHYSICAL EDUCATION AND ATHLETICS

by

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Our topic today - The Articulation of Physical Education and Athletics in Colleges - concerns a unique relationship. Of all the subject fields in higher education none approaches physical education in the degree that facilities, personnel, and the curriculum are intertwined with a college activity. In our case, athletics. Theatre, dance, and several others do to a lesser degree but none reaches the impact - public interest, economic effects, and general scope - as intercollegiate athletics. It has been our experience - Laurie Priest at a private college and Bill Stier and I at public regional universities - that this relationship provides opportunities as well as problems. We would like to discuss these with you - Laurie and Bill following me in addressing different aspects of this topic - with comments or questions you might have after our presentations.

Athletics, basic instruction programs of physical education, and professional physical education programs are conducted together on hundreds of campuses throughout the country. Figure 1 illustrates the scope of this articulation.

Figure 1 - FOUR YEAR COLLEGES WITH ATHLETICS AND PHYSICAL EDUCATION

	All Institutions	Regional Institutions
Basic PE Instruction Program	914	844
Professional Undergraduate Program	430	360

* does not include Land Grant and major private universities

sources: 1991 National Directory of College Athletics and
1987-89 Physical Education Goldbook

Major state Land Grant and private universities, by virtue of their size and resources, most often have such programs that function separately with distinctly differently personnel and facilities. Regional institutions and colleges commonly have joint units for physical education and athletics or if administered separately, share resources. My colleagues and I have witnessed these working relationships on our campuses. While we have experienced elements that strain either or both programs we also have worked through some effective solutions to problems both philosophic and mundane. We expect that many of our experiences are similar to yours. Our plan today is to identify some structural as well as functional problems and suggest solutions beneficial to both physical education and athletics. Our presentations will be successful to the extent that you are prompted to re-consider this articulation in a positive fashion.

The originators of physical education programs on college campuses had little interest in the student-run athletics programs that emerged at the end of the last century. However, the 1920's saw sports replace gymnastics in our curricula and intercollegiate athletics integrated administratively under physical education at most colleges. Today in American higher education coaches continue to be assigned almost invariably to physical education departments if they have academic rank and/or teaching duties. Sharing of support staff, facilities, and the physical education curriculum is done widely for financial reasons. Future financial strain facing many campuses is likely to be accompanied by even greater melding of the two programs. The results may not necessarily be salubrious to physical education. Articulation has many supporters in our respective fields. Moreover, the public often thinks of physical education and athletics as interchangeable if not synonymous.

The rationale for articulation is easy for central administrators to make. It also draws support from many colleagues in physical education and coaches trained in our field because it is part of the philosophy of our professional preparation as teacher-coaches.

THE CURRICULUM

The curriculum, in physical education as in all disciplines, has functioned under custodianship of the faculty. This has been a sacred preserve among academics because it is the traditional delivery vehicle for educating students. The physical education curriculum has often drawn special circumspection - for various reasons including its perceived propinquity to athletics. This matter is one I will focus upon momentarily.

A problem on many campuses is that athletic program growth has exceeded the capacity of its designated personnel and faculty resources. Physical education then becomes a source of additional support. This was a conclusion of the American Council on Education's report almost 20 years ago. Known as the Hanford Report, it deemed undesirable the misuse of physical education to support athletics. The Report found that 1) physical education budgets often underwrite athletic expenses, and 2) physical education often pays most of a coach's salary but gets little of his time. Author George Hanford, writing in a 1990 issue of The Chronicle of Higher Education, charges that the relationships between education and athletics have broken down further and that accrediting agencies in higher education lack any interest in athletics programs on campuses. The Knight Foundation Commission on Intercollegiate Athletics underscores this continuing concern in its 1991 report.

> "We sense that public concern about abuse is growing. The public appears ready to believe that many institutions achieve their athletic goals not through honest effort but through equivocation, not by hard work and sacrifice but by hook or by crook. If the public's perception is correct, both the educational aims of athletics and the institutions' integrity are called into question." (Knight Foundation, 1991).

Is this merely a conundrum or is there something wrong structurally in the campus workplace shared by athletics and physical education? Bill Stier will address how job expectations, supervision, and evaluation of teacher-coaches can be developed so that neither area of responsibility suffers.

I would like to use the next several minutes to examine articulation from the perspective of the physical education curriculum. Course sponsorship is almost universally a function of physical education units. I am familiar with only one athletic department that conducted courses for academic credit. However, course use in association with coaches and a athletes is not so clear cut. Some of these uses include:

FIGURE 2 - P.E. COURSES AND ATHLETICS: PROBLEMS

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1. PE course credit for team membership
2. PE courses in physical conditioning/weight training as supplements to athletic development.
3. PE course assignment for coaching time as salary or work load credit.
4. PE courses in sports officiating and coaching methods as supplements to athletic development.
5. Restricted availability of teacher-coaches to students our of class.
6. PE course enrollment duplication team membership.

The latter may occur repeatedly. The following two transcripts illustrate these practices.

FIGURE 3 - STUDENT-ATHLETE A TRANSCRIPT

SPRING 1985

	CHEM	101	CHEM PRINCIPLES			W
	ENGL	102	ADV COMP / INTRO LIT	3.00	3.00	C
➨	PE	103	TRACK-FIELD THEORY	1.00	1.00	A
	PE	300	SUPER/CORRECTIVE PE	3.00	3.00	B
	PE-C	128	DANCE AEROBICS	1.00	1.00	B
➨	PE-C	179	TRACK & FIELD	1.00	1.00	A
	PE-C	195	WEIGHT TRAINING	1.00	1.00	A
➨	PE-VW	135	TRACK &FIELD WOMEN	2.00	2.00	A
			TERM GPA 3.17	12.00	12.00	
			CUM GPA 2.85	26.00	26.00	

FALL 1985

	ENGL	161	FILM APPRECIATION	3.00	3.00	C
	HE	100	STANDARD FIRST AID	2.00	2.00	A
	HE	110	HEALTHFUL LIVING	3.00	3.00	C
➨	PE-C	179	TRACK & FIELD	1.00	1.00	A
	PE-M	162	SOCCER	1.00	1.00	A
	PE-VM	122	SOCCER	2.00	1.00	A
	PSYC	110	HUMAN SEXUAL BEHAV	3.00	2.00	C
			TERM GPA 2.80	15.00	15.00	
			CUM GPA 2.83	41.00	41.00	

SPRING 1986

	FREN	101	FRENCH I	4.00	4.00	C
	MATH	115	PLANE TRIGONOMETRY	3.00	3.00	C
	PE-C	147	GYMNASTICS	1.00	1.00	A
➨	PE-VW	135	TRACK & FIELD WOMEN	2.00	2.00	A
	POLSC	120	CALIFORNIA POLITIC	3.00	3.00	B
			TERM GPA 2.69	13.00	13.00	
			CUM GPA 2.80	54.00	54.00	

Student A is a woman track athlete. The PE prefix represents academic courses sponsored by the physical education department. PE 103, 179, 135 represent three courses in track & field. The latter two were repeated for credit. A check of her records indicates that the track & field coach, with joint assignments in athletics and physical education departments, taught all three classes in addition to PE-C 195 Weight Training during Spring 1985.

FIGURE 4 - STUDENT-ATHLETE B TRANSCRIPT

FALL 1984

ANAT	150	HUMAN ANAT & PHYSIOLOGY	4.00	4.00	D
ENGL	010	PREP FOR CLGE WRITING	3.00	3.00	C
PE	201	INTRO TO COACHING	3.00	3.00	A
PE-V	100	INTCL SPORTS ACTIVITIES	2.00	2.00	A
		GPA 2.50	12.00	12.00	

SPRING 1985

ANAT	151	HUMAN ANAT & PHYSIOLOGY	4.00	4.00	D
ENGL	101	COMPOSITION	3.00	3.00	C
~~HIST~~	~~100~~	~~HIST OF THE U S~~	~~3.00~~	~~3.00~~	~~F~~
PE	211	TEAM SPORTS OFFICIATING	2.00	2.00	A
PE	283B	PROF ACTIV: BASKETBALL	11.00	11.00	A
		GPA 2.36			

SUMMER 1985

PE-I	108A	INTRO TO BODY BUILDING	1.00	1.00	A
PE-T	108A	INTRO FOOTBALL	1.00	1.00	A
		GPA 4.00	2.00	2.00	

FALL 1985

BIOL	101	GENERAL BIOLOGY	4.00	4.00	C
HEALTH	101	HEALTH EDUCATION	2.00	2.00	B
HIST	100	HIST OF THE U S	3.00	3.00	C
PE-V	101	INTCL SPORTS ACTIVITIES	2.00	2.00	A
PSYC	100	GENERAL PSYCHOLOGY	3.00	3.00	C
SPEECH	100	SPEECH COMMUNICATION	3.00	3.00	B
		GPA 2.53	17.00	17.00	

SPRING 1986

GEOG	110	PHYSICAL GEOGRAPHY	3.00	3.00	C
HIST	137	HIST OF AMER MINORITIES	3.00	3.00	C
PE	231A	FIRST AID & MED SELF-HELP	3.00	3.00	A
PE	283A	PROF ACTIV: BASKETBALL	2.00	2.00	A
PE-T	104B	BEG BASKETBALL	1.00	1.00	A
PHIL	101	INTRO TO PHILOSOPHY	3.00	3.00	D
POLIT	100	AMERICAN POLITICS	3.00	3.00	D
RELIG	100	INTRO TO RELIG STUDIES	3.00	3.00	D
		GPA 2.14	21.00	21.00	

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Student B is a member of a men's basketball team. PE-V 100 and 101 on his transcript provided credit for intercollegiate sports participation. PE 283A, 283B, and 104B are three courses in basketball. Courses in coaching and team sports officiating are collateral subjects credited to this student. It is difficult to imagine either track & field or basketball having such substantial content that more than one course is required in these subjects. Perhaps that explains why all of the above received A grades. Without these grades the latter student's remaining grades would likely have disqualified him from further matriculation.

Advocates of these practices advance the rationale that such articulation mutually supports physical education and athletics. It is also argued that this is fair compensation for the extensive time and effort required by athletics. To test the legitimacy of curricular uses I would expect respondents to answer yes to these questions: 1) is the use of Physical Education courses for athletics found throughout the university for other student activities and academic courses and 2) does the practice contribute to the timely completion of degree requirements by the student-athlete? Some programs in theatre arts, dance, and music have practicum courses that award repeat credit for majors. But,surely not more than one track & field or basketball course is needed in a physical education major. Nor does a semester in which enrollment in three track & field courses constitute a class schedule that moves one efficiently toward the baccalaureate degree.

There are contributions that athletics can make to the physical education curriculum and the wise administrator nurtures these. They include:

FIGURE 5 - P. E. COURSES AND ATHLETICS: DESIRABLE

1. PE courses in sports taught by coaches of the sport
2. PE courses in conditioning taught by athletic trainers
3. PE courses in 1st aid and cpr taught by athletic trainers
4. PE courses in coaching methods using coaches as guest lecturers
5. PE courses on program development and management using athletic administrators as guest lecturers

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I have found many athletic staff people to be eager, competent, and professional in assisting with basic instruction and professional classes. Moreover, they often have credibility with students because of their on-going activities with the athletic program. An articulation that taps these resources will strengthen the physical education experience of major students as well as those in basic instruction classes.

It would be both inaccurate and unfair to condemn all collateral applications of physical education courses by student-athletes and their coaches. However, academic integrity will and must be ensured if the same standards are applied to all those enrolled in a course and if no compromises are made for customary practices such as class attendance, exams, and assignments. Adhering to reputable uses and practices for physical education courses is essential for the respectability of both programs. Failing to gain the participation of athletics wastes a valuable resource; misusing the

physical education curriculum in the ways I have described will contribute to our downfall as academic units in high education.

Dr. Bill Stier will now discuss articulation with regard to the dual role of teacher-coach.

Another problem facing the profession centers around the expectations of those professionals who assume dual roles of a teacher of physical education and as a coach of a competitive sport. All too frequently institutions have placed these professionals -- teachers who also coach (or coaches who also teach) in jeopardy because these teachers/coaches are faced with confusing and, all too often, conflicting job performance expectations.

The consequences of inadequate and non-specific job performance expectations can be disastrous for the teacher/coach or the coach/teacher. It is imperative that definitive statements be formulated regarding exactly what is expected of those who hold the dual roles and responsibilities of teacher and coach at the college/university level. Specifically, institutions need to be able to delineate not only what is expected of teachers/coaches in terms of job tasks and responsibilities but also must determine and differentiate between varying levels of competency. Institutions and professionals also must come to closure in terms of the types of specific actions which are deemed acceptable, desirable and meritorious at the instructor, assistant professor,

associate professor and full professor ranks -- both for coaching duties and teaching duties.

The State University of New York (Brockport) attempted to come to some type of closure in addressing the challenge of delineating the duties and responsibilities of professional staff members holding dual roles as teachers and coaches.

Following a committee recommendation SUNY Brockport has adopted the position that each teacher/coach shall be expected to perform their teaching tasks at different levels of competency depending upon the individual's current academic rank (instructor, assistant professor, associate professor, and full professor). Similarly, each teacher/coach shall be expected to perform their coaching tasks at different levels of competency depending upon the individual's current athletic "rank," that is, level 1, level 2, level 3, and level 4. Each of these four levels in terms of athletic competencies are similar to the four levels of academic competencies, that is, the academic ranks of instructor, assistant professor, associate professor, and full professor.

Teachers/coaches are evaluated on their academic responsibilities in terms of five distinct criteria.

(1) Mastery of Subject Matter in Physical Education
(2) Teaching Effectiveness in Physical Education
(3) Scholarly Ability in Physical Education

(4) University and Public Service in Physical Education

(5) Continuing Growth in Teaching and in Physical Education

Teachers/coaches are evaluated on their athletic/coaching responsibilities also in terms of five distinct criteria.

(1) Master of Subject Matter in Coaching and Athletics

(2) Coaching Effectiveness in the sport coached

(3) Scholarly Ability in Coaching and Athletics

(4) University and Public Service in Coaching and Athletics

(5) Continuing Growth in Coaching and Athletics

The five categories in teaching and the five categories in coaching are similar to the actual criteria and expectations of coaching competencies are different from the teaching competencies in physical education. One set of categories relates to teaching physical education while the second set relates to coaching a competitive sport at the elite level.

On the following pages are two sets of criteria for the evaluation of professional staff members. One document illustrates the criteria for assessing the teacher/coach in terms of the coaching aspects of that person's position. The second document illustrates the criteria for evaluating the teacher/coach in their person's teaching area of responsibility.

The important point to remember when examining the two documents

is that the teacher/coach is not expected to perform more that 100% in one's total work effort. It is grossly unfair -- and in fact, unethical -- to require or expect the teacher/coach to produce 100% as a teacher just as an individual would do who had only teaching responsibilities. Similarly, it is unacceptable and inappropriate to ask a teacher/coach to ppproduce at a 100% rate just as an individual would be expected to perform who had only coaching duties.

And, this is commonly done. That is, an individual who assumes both teaching and coaching responsibilities is too often expected to perform as a coach and as a teacher as if the person only has one responsibility rather than both coaching and teaching. This is nonsense and contributes to the burnout phenomena so common among those who combine coaching and teaching on the college level.

One more comment before I direct you to the actual two sets of documents. And that is this. In each of the five areas of criteria (both for teaching and for coaching) -- (1) Mastery of Subject Matter, (2) Coaching or Teaching Effectiveness, (3) Scholarly Ability, (4) University and Public Service (5) Continuing Growth) -- there is presented various categories in which the staff member is expected to perform at what ever level or rank the individual is currently at (instructor/level 1: assistant professor/level 2; associate professor/level 3; and full professor/level 4). And, there are examples (Form Entry)

terms of how each of the criteria can be met or satisfied.

Now, please refer to the document with the heading: Criteria for the Evaluation of Coaches for Coaching Duties. Review this document fully, examining with great care the areas to be assessed, the various levels of competency, and the five (5) categories of performance criteria.

Then, do the same for the series of pages dealing with: Criteria for the Evaluation of Teachers for Teaching Duties. And, review these pages in the same manner, that is looking at the different areas to be assessed, the various levels of competency, and the five (5) categories of performance criteria.

After you have had an opportunity to examine these documents, I would be glad to answer any questions you might have at the conclusion of this session or through correspondence at SUNY Brockport.

MASTERY OF SUBJECT MATTER - Physical Education Teacher

Board of Trustees Definition: "as demonstrated by such things as advanced degrees, licenses, honors, awards and reputation in the subject matter field."

Conceptual Definition: Knowledge of area(s) of specialization. (Interpretation: consist of completed work that has been acknowledged by an institution or person to indicate that you are a master of that subject.)

AREA	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
I. Reputation	Recognition is mostly of potential. Shows evidence of a growing "in house reputation."	Receives local invitations to speak, give clinics, etc. Has some success in having work accepted for publication.	Receives recognition from others in own area of specialization. Becomes known and used as a reference/resource in area of specialization. Receives invitations to speak and/or write from a wider area.	Is a recognized expert and is sought out by leaders in wide areas of concern, not just those in area of specialization. Regularly serves as a consultant, reference, or resource.
II. Credentials and degrees	Ratings, rankings or reviews of performance indicate a beginning expertise and/or a limited area of responsibility. Master's degree has been obtained.	Ratings, rankings or reviews of performance indicate established expertise and/or a wider area of responsibility. The highest appropriate academic degree has been obtained.	SAME AS ASSISTANT PROFESSOR	SAME AS ASSISTANT PROFESSOR
III. Honors and awards	Honors or awards are limited from candidate's immediate area of contact or responsibility.	SAME AS INSTRUCTOR	Honors or awards come more from candidate's immediate area of contact or responsibility.	Honors or awards serve more as recognition for long term work.
IV. Completed courses and studies	Course work is representative of progress toward an advanced degree.	Course work is representative of area(s) of specialization or field(s) of inquiry.	SAME AS ASSISTANT PROFESSOR	SAME AS ASSISTANT PROFESSOR

MASTERY OF SUBJECT MATTER - Physical Education Teacher

Form Entry	Suggested Possible Supporting Documentation
I. List of items indicating reputation in field or area of specialization including: (1) invitations or requests to submit work or grants, speak, give a media interview, consult, edit, review others' works, conduct clinics, give advise to others; (2) citations of work in the literature; (3) appointments or elections to office as a result of reputation or mastery; (4) successes in having submitted articles accepted for publication. Each entry should include the date of invitation, citation, etc., the name of the relevant individual or organization, and (for invitations) an indication of your acceptance or rejection.	If appropriate, include any letters of invitation, copies of citations, congratulatory letters, interview, etc.
II. List of credentials, such as degrees, certificates, licenses, ratings, rankings, badges. Include the source of the credential (institution, organization, etc.) and the date obtained. List and description of job related personal performance of physical skills, athletic prowess, movement skills. Include date and place of performance.	Statements as to the difficulty of obtaining the credential, the importance and level of the credential, the privileges of the credential, the number of others holding the credential, or any other information attesting to the level or importance of the credential, or information about the accrediting body (especially helpful if credential is in a limited and/or specialized area). Critical reviews of performance by knowledgeable others.
III. List and description of honors, awards, citations, honorary degrees from professional and scholarly organizations, SUNY, other colleges, community and governmental agencies, etc. Include the date and place of the award and the name of the presenting body.	Statements as to the method of selection, the level of the presenting body, the number of people eligible for the award, etc. Copy of award letter, congratulatory letter, recommendation letter, etc.
IV. List of completed courses, activities undertaken as post doctoral work or in pursuit of an advanced degree. Include course titles, institutions and dates of completion.	If deemed appropriate, include more detailed descriptions of courses or activities (courses of study, outlines, transcripts).

TEACHING EFFECTIVENESS - Physical Education Teacher

Board of Trustees Definition: "as demonstrated by such things as judgment of colleagues, development of teaching materials or new courses and student reaction."

Conceptual Definition: Facilitating the improvement and development of students in a credit bearing context. (Interpretation: Teaching, in its broadest sense, refers to communicating information to others. This can take place in committee rooms, or in informal conversations. Although the communication is of value, it was thought that it could be accounted for as a service. For this reason, we have limited the communication process to the teaching that occurs in a credit bearing context.)

AREA	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
I. Course Materials examples: written, audio-visual, human resources	Materials made available to students (and athletes or supervisees) are a limited use of materials. (e.g. books, personnel resources).	Begins to develop and make available a wider variety of materials and supplementary resources of varying types. Contemporary materials and classical materials are occasionally used.	Has extensive resources of varying types available to students. Utilizes more contemporary and classical resources in teaching approach/ strategies.	Has extensive resources of varying types available to students. Develops and uses original materials in addition to traditional and contemporary materials.
II. Methods and Communication	Has moderate success in appropriately matching methods and content to needs, abilities, and interests of students. May rely on inherited methods and content. May have some difficulty in communication skills.	Shows good matching of methods and content to needs, abilities, and interests of students. Shows less reliance on unexamined, inherited methods and content. Shows appropriate communication skills.	Matching of methods and content to needs, abilities and interests of students is excellent over time and in a variety of situations. Communication is highly effective.	Matching of methods and content to needs, abilities and interests of students is excellent over time and in a variety of situations. Communication is highly effective.
III. Curriculum and Program Development	Shows evidence (limited) of work in developing new courses or programs. Has made revisions in existing courses.	Shows success in contributing to the development and proposal of new courses.	Shows leadership in course and program development.	Shows leadership in course and program development.

TEACHING EFFECTIVENESS - Physical Education Teacher (continued)

AREA	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
IV. Work with independent studies theses, synthesis projects. (Must be evaluated in terms of assigned time and area of specialization).	Such activity is perhaps limited to work with independent studies.	Is involved with independent or directed studies. Shows occasional success in chairing or serving on a committee for a synthesis project, or serving on a committee for a thesis.	Shows consistent involvement with independent studies. Has consistent success chairing synthesis projects and may have occasional success chairing theses.	Shows consistent involvement with independent studies. Has consistent success chairing synthesis projects or theses.
V. Student Accomplishments	Only when there is an outside assessor of student accomplishments can this be used. For example: All American, Professional Certification or published articles.			

TEACHING EFFECTIVENESS - Physical Education Teacher

Form Entry	Suggested Possible Supporting Documentation
I. List, by semester, of courses taught, teams coached, students supervised.	Course syllabi or outlines. Course team, practicum materials, bibliographies, descriptions of teaching aids, innovations, other courses, team or practicum materials, reserve list.
II. Your evaluation of your teaching or supervisory effectiveness. This should be a self-evaluation based on an analysis of student, peer, administrator evaluations in light of your Introductory statement. It might also include a description of how the evaluation data had been used to improve your effectiveness in this area.	Summaries of student evaluations (not raw data), including procedures used to collect information. Summaries of peer or administrative evaluations. Unsolicited and solicited letters supporting teaching, coaching, supervisor effectiveness. Administrator or Personnel Committee statements of effectiveness from past reviews, merit reviews, etc.
III. List and description of products and activities relative to curriculum/program development and/or revision.	Copies of curriculum/program proposals, copies of materials developed for new curriculum/program. Indicate your specific involvement in the case of group projects.
IV. List, by semester, of independent studies, directed studies, theses, synthesis projects which you advised, including student name, title of study/project.	Description or copy of student study/project. Unsolicited and solicited letters or acknowledgments from students.
V. Descriptions of notable student outcomes, student successes, honors to students, student publications-your contribution being apparent.	Published papers, presentations at conferences, related to the course. Students passing National Exams.

SCHOLARLY ABILITY - Physical Education Teacher

Board of Trustees Definition: "as demonstrated by such things as success in developing and carrying out significant research work in the subject matter field, contribution to the arts, publications and reputation among colleagues."

Conceptual Definition: Communicate to others and solve problems systematically and critically. (Interpretation: Evidence that an attempt has been made to communicate one's mastery.)

AREA	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
I. Hypothesis testing testing and other Scholarly Activities: A. SKILL: examples: computer skills, lab skills. B. CONTENT: synthesis application interpretation original research: surveys, historical, experimental, field research replication.	Shows progress toward an advanced degree. Is developing research based on teaching, coaching, training or administrative skills, methods and knowledge. Research may be related to advanced degree work.	Shows continued development of research based skills, methods and knowledge. Research may consist of series of studies growing out of earlier investigation and may be of multiperspective and/or synthesis nature.	Has developed research skills, methods and knowledge exemplified in research activities. Research may be more directed toward testing and applying current concepts but need not be.	Has highly developed research skills, methods and knowledge exemplified in research activities. Research may be directed toward the development of new interpretations and applications but need not be.
II. GRANTS:		May show some success in making application for institutional, state or national grants.	Shows success in making application for institutional, state or national grants and may have some success in being awarded a grant.	Has shown success in being awarded an institutional state or national grant(s).
III. Scholarly writing and presentations.	Writings and presentations are reflective of a limited data and/or experience base.	Writings and presentations are reflective of a growing data and/or experience base.	Writings and presentations are reflective of an established data and/or experience base.	Writings and presentations are reflective of the broadest data and/or experience base.

SCHOLARLY ABILITY - Physical Education Teacher

Form Entry	Suggested Possible Supporting Documentation
I and II. List and description of teaching and performance methods which were developed through scholarly activity.	Written scholarly support/rationales for such methods. Critical evaluations of such methods by knowledgeable persons.
List and description of research activities including: (1) grants or awards applied for and/or received, that require the development of a scholarly proposal; (2) collaboration with students in research activity resulting in demonstrable results; (3) research in progress.	Copies of award/grant proposals, products of research with students; descriptions and completed materials relative to works in progress. Indicate your specific involvement in group efforts. In addition, evaluations of submitted materials by knowledgeable persons may be included.
Other scholarly activities, including: (1) personal critical notes on readings; (2) editing or scholarly review of the works of others; (3) advising or assisting the scholarly activities of colleagues.	Critical review of such scholarly activities by at least one knowledgeable person.
III. List of publications	
List and description of unpublished scholarly writing, including position papers, mission statements, scholarly rationales, scholarly correspondence, works in progress, articles not accepted for publications, etc.	Copies of published works. If available, include pertinent critiques and reviews. Copies of the works. If available, include pertinent critiques and reviews.
List of presentations at local, state, national and international conventions, conferences, workshops, clinics. (Demonstration of techniques and personal skill would fall under "Mastery" unless such demonstrations include scholarly support for or scholarly review of the development of the techniques or skills.)	Notes or copies of speeches/presentations delivered. If available, include pertinent critiques and reviews.

UNIVERSITY AND PUBLIC SERVICE - Physical Education Teacher

Board of Trustees Definition: "as demonstrated by such things as successful committee work, participation in local and university governance, administrative work and work with students or community in addition to formal teacher-student relationships."

Conceptual Definition: Facilitates the function or growth of the College or Profession outside the realm of scholarship or teaching.

AREA	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
I. Committee work	Participates on departmental program (curriculum, CBTE, major revision,etc.) administrative (personnel, reorganization,etc.) or service (library, graduation, honors and awards, etc.) committees.	Participates on departmental program or administrative committees. Chairs departmental service committees. Participates on campus wide service committees.	Chairs departmental program or administrative committees. Has shown regular and continuing involvement on departmental committees. May chair a campus wide service committee or participate on campus wide program or administrative committees.	Chairs departmental and campus wide committees. Shows regular and continuing involvement on all types of committees. Involvement in the Faculty Senate as an officer or a member of the Executive Committee.
II. Formal and Informal Advisement	Shows knowledge of departmental and college wide programs. Is available to students for advice and counseling.			
III. Other Services to Students includes: career planning service clubs. Personal counseling; recruitment of students for the program, Post-graduate follow up; alumni consultation and information.	Plays an assistive role in student activities. (Interpretation of assistive: helpful. non-leader-ship)	Plays a facilitative role in student activities. (Interpretation of facilitative: Makes easier, provides direction.)	Plays an adjunctive role in student activities. (Interpretation of adjunctive: takes an adjunct role in initiating the solutions to student problems and assisting in developing professional opportunities.)	Takes initiative in facilitating the solutions to students problems and developing professional opportunities. Is instrumental in developing materials and programs in the student service area.

UNIVERSITY AND PUBLIC SERVICE - Physical Education Teacher (continued)

IV. University and Public Service: This includes public relations type of activities such as: volunteer work in community groups, coaching youth sports, volunteer consulting in the community and/or at the college. Community maybe considered to be within the limited area of the college or outside the institution. When consultation occurs in the institution where the faculty member is consulted because of the position they hold, the service is to be considered as Community Service.	Shows involvement as a helper or assistant in community and college service activities.	Plays a facilitative role in community service activities.	Provides direction and initiates community and college programs.	In the individual's professional career there is increasing involvement in community service reflecting leadership and a record of articulating the college and community program.
V. Service to Professional Organization. Professional organization is in the context of career associations. Because geographical dimensions (local, state, national and international) vary according to the context of possibilities for each individual's area of specialization, it is not possible to assign rank on a general basis.	Becomes increasingly involved within the profession. Plays an assistive role in professional organizations.	Plays a facilitative role in the profession. Is sensitive to issues in the profession.	Provides direction and initiates programs in professional organizations. Takes an active role in the resolution of issues.	In the individual's professional career there is active involvement in professional service reflecting leadership. Service reflects an active role in decision making.

UNIVERSITY AND PUBLIC SERVICE - Physical Education Teacher (continued)

AREA	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Addendum I. a. Committe work b. Titled adminstrative work	Responsibility is more administrative than supervisory and is limited to an immediate area of specialization (head of lab or performance area, training room etc.)	Responsibility is supervisory and administrative on the departmental sub unit level (entity, concentration, focus, etc.)	Responsibility is supervisory and administrative on the concentration, program, departmental, or unit level.	Responsibility is supervisor and administrative on the concentration, program, departmental, and campus-wide level.

UNIVERSITY AND PUBLIC SERVICE - Physical Education Teacher

Form Entry	Suggested Possible Supporting Documentation
I. List of involvements on departmental, college, university committees, task forces, study groups, special projects, faculty senate, etc. Include position, if any, in group, whether membership was elected, appointed or voluntary, brief description of responsibilities and time involvement.	Copies or descriptions of group products or outcomes, with an indication of your specific contributions.
List and description of titled administrative position(s) held. Include title, responsibility, whether elected or appointed, and a brief self-evaluation of accomplishments and performance.	A job description. Copies of specific products generated through your direction, with an indication of specific involvement. Critical evaluation of performance by immediate supervisors, review committees, subordinates, peers. Description of efforts to solve or provide leadership in the solution of problems. Description of efforts to assist, facilitate and promote the growth and development of subordinates.
II. Summary of formal and informal advisement activities.	Summary of advisement evaluations forms. Copies of letters from advisees. Special advisements forms, etc., which you have developed.
III. List of involvement in student clubs, organizations, problems, etc.	Unsolicited or solicited letters of appreciation from students.
Indication of approximate number of letters or recommendation of other documents written in support of students.	Possibly one such letter as an example.
Description of other services rendered to students as, for example, efforts in job placement.	Unsolicited or solicited letters of appreciation from students.

UNIVERSITY AND PUBLIC SERVICE - Physical Education Teacher (continued)

Form Entry	Suggested Possible Supporting Documentation
IV. List and summary of services performed for the community. Indicate time involvement and whether involvement was solicited or volunteered.	Letters of invitation or commendation, newspaper clippings, if available, evaluations.
V. List and summary of involvements and responsibilities in organizing, hosting or working on conventions, conferences, clinics, etc.	Letters of invitations and commendation. Copies of programs.
List of offices held, committee membership in professional organizations. Include a summary of responsibilities, indication of time involvement, whether position was elected, appointed or volunteered.	Letters of invitations or commendation.

CONTINUING GROWTH - Physical Education Teacher

There are three different processes involved in setting goals (which leads to subsequent growth) in the three areas of teaching effectiveness, effectiveness of university service and scholarship:

1. Maintenance of skills and abilities
2. Improvement of skills and abilities
3. Personal development by such activities as reading and travel

Board of Trustees Definition: "as demonstrated by such things as reading, research, or other activities to keep abreast of current developments in his fields and being able to handle successfully increased responsibility."

Conceptual Definition: On-going process of professional development.

AREA	INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Self improvement in areas of interest and specialization	Self improvement in growth and exploration possible leading to increases in skills and abilities of a more technical or practical nature.	Self improvement is based, in part, on the prior identification of weaknesses and is more in the direction of exploring intellectual or theoretical concerns.	Shows evidence of working to improve areas of weakness according to systemic plans. There seems to be an order or specific direction to self-improvement activities.	Shows evidence of long term and continuing exploration of intellectual or theoretical concerns. Serves as a model for systemic planning.

CONTINUING GROWTH

Form Entry	Suggested Possible Supporting Documentation
I. List of conferences, conventions, clinics, workshops, training sessions, symposia, sport camps, etc. attended in order to improve knowledge, skills, teaching/coaching ability, etc. Include date, place and title of event(s).	Copy of program or event literature/materials.
II. Description of present courses or program of study designed to update or redirect professional knowledge, skill or expertise.	Pertinent literature/materials describing courses or program of study.
III. Description of personal activity designed to improve knowledge of skill, including reading in books or journals, library research, self-improvement programs and experiences, travel, etc.	List of books, journals. List of self-improvement programs.
IV. List of memberships in professional and/or scholarly organizations.	Membership acknowledgements.

Criteria for the Evaluation
of Coaches for Coaching Duties

Mastery of Subject Matter - Athletic Coaches

Board of Trustees Definition: "as demonstrated by such things as advanced degrees, licenses, honors, awards and reputation in the subject matter field."

Conceptual Definition: Knowledge of area(s) of specialization. (Interpretation: consist of completed work that has been acknowledged by an institution or person to indicate that you are a master of that subject.)

AREA	INSTRUCTOR/LEVEL 1	ASST. PROFESSOR/LEVEL 2	ASSOC. PROFESSOR/LEVEL 3	PROFESSOR/LEVEL 4
I. Reputation	Acknowledged as competent by own athletes, local coaches and administrators	Sought after to share knowledge--in department, at local or area schools, for local summer programs, etc.	Sought after by peers for coaching conventions, statewide clinics	Acknowledged as expert--repeated invitations to speak, serve on governmental boards, serve as a resource, etc.
II. Credentials/ Education	Head coaches must possess bachelor's degree. All coaches must meet legal certification requirements, i.e., WSI, etc.	SAME	Must have completed master's degree	SAME
III. Honors and Awards	Limited number and quality of honors and awards	SAME	Honors/awards reflect growing reputation among peers	Honors/awards indicative of excellent quality and/or consistency of contribution
IV. Completed Courses and Studies	Course work is representative of progress toward an advanced degree	Course work studies is representative of area(s) of specializedtion or field(s) of inquiry	Source or Level 2 - but increased sophistication or degree of difficulty	Source or Level 2 - but increased sophistication or degree of difficulty

MASTERY OF SUBJECT MATTER

FORM ENTRY

Participation or performance in professional programs in area(s) of specialization

1. Type of Program
   a. Clinics
   b. Tournaments
   c. Symposia
   d. Camps
2. Level of Responsibility
   a. Speaker
   b. Clinician
   c. Director
   d. Consultant
3. Level of Recognition of Organization
   a. Local
   b. State
   c. National
   d. International

Professional offices held in area(s) of specialization

Level of Governance
a. Local
b. State
c. National
d. International

Level of Responsibility
a. Committee membership
b. Committee chairmanship
c. Committee secretary
d. Committee treasurer

Type of Committee
a. Ethics
b. Regulations
c. Rules
d. Statistics and scoring

Advanced degree as related to area(s) of specialization

1. Coaching badge
2. Doctorate
3. Masters Degree
4. Professional card
5. Professional license

Certificate of Proficiency in area(s) of specialization

1. Official's rating
2. Ski instructor
3. Water Safety Instructor

Awards and Honors received in area(s) of specialization, including a brief description of such awards and/or honor. This description should include, if possible, information as to the level of the award and the selection process used.

1. Coaching
   a. Coach of the Year
   b. All-Star team coach
2. Performance
   a. Medals
   b. Trophies
   c. Personal awards

List of clinics, workshops, courses, etc. completed. Includes course titles, sponsors and organizers, and dates of completion. Additional descriptions of courses or activities (outlines, courses of study).

CRITERIA FOR COACHES

COACHING/TEACHING EFFECTIVENESS

Board of Trustees Definition: "as demonstrated by such things as judgment of colleagues, development of teaching materials or new courses and student reaction."

Conceptual Definition: Facilitating the improvement and development of students in a credit bearing context. (Interpretation: Teaching, in its broadest sense, refers to communicating information to others. This can take place in committee rooms, or in informal conversations. Although the communication is of value, it was thought that it could be accounted for as a service. For this reason, we have limited the communication process to the teaching that occurs in a credit bearing context.)

AREA	INSTRUCTOR/LEVEL 1	ASST. PROFESSOR/LEVEL 2	ASSOC. PROFESSOR/LEVEL 3	PROFESSOR/LEVEL 4
I. Coaching Materials	Utilizes adequate materials/techniques, either borrowed and/or largely untested.	Begins to develop own materials and test them; has some reasoned basis for approach taken.	Clearly developed style on rational and experiential basis. Highly organized.	SAME
II. Student Development	Acknowledged as adequate; some growth clearly evident but uneven.	Athlete growth is consistently attained; no major weaknesses in coaching effectiveness.	Athlete development above average--shows ability to work with variety of athletes.	SAME
III. Team Effectiveness	Progress evident, but uneven and/or slow.	Program shows signs of development or high quality maintenance.	Above average work in program development and/or maintenance; consistency evident.	SAME

FORM ENTRY — COACHING/TEACHING EFFECTIVENESS

Effectiveness in Teaching - to be developed on a continuum from a base established at the date of original appointment or most recent promotion.

I. Coaching Materials

Description of any coaching materials used--written statement of coaching philosophy--explanation of systems, strategies and/or tactics employed by coach with rationale for their use.

II. Student Development

Quality of student work in area(s) of specialization.
Awards and honors, including a brief description of such award and/or honor. This description should include, if possible, information as to the level of the award and the selection process used.

a. Campus
b. Local
c. State
d. National
e. International
f. Professional

III. Team Effectiveness

Team performance demonstration:

a. Team records
b. Tournament success
c. Championships (conference, state, regional, national)

Criteria for Coaches

Scholarly Ability - Athletic Coaches

Board of Trustees Definition: "as demonstrated by such things as success in developing and carrying out significant research work in the subject matter field, contribution to the arts, publications and reputation among colleagues."

Conceptual Definition: Communicate to others and solve problems systematically and critically. (Interpretation: Evidence that an attempt has been made to communicate one's mastery.)

AREA	INSTRUCTOR/LEVEL 1	ASST. PROFESSOR/LEVEL 2	ASSOC. PROFESSOR/LEVEL 3	PROFESSOR/LEVEL 4
Presentations/ Communications/ Knowledge	Shows adequate ability to identify, articulate, and defend strategies, approaches, and techniques related to their sport--to athletes and colleagues locally.	Regarded as "knowledgeable" in their sport; involved in articulating strategy, approaches, techniques and perspectives successfully to audiences beyond the local campus level.	Regarded as emerging authority in theory/ principles of sport. Communicates successfully to peers on numerous occasions.	Authority in area. Communication is consistent and of high quality.
Scholarly writing and presentations	Writings and presentations are reflective of a limited data and/or experience base. Writings and presentations may be refereed or non-refereed.	Writings and presentations are reflective of a growing data and/or experience base. Writings and presentations may be refereed or non-refereed.	Writings and presentations are reflective of an established data and/or experience base. Writings and presentations may be refereed or non-refereed.	Writings and presentations are reflective of the broadest data and/or experience base. Writings and presentations may be refereed or non-refereed.

FORM ENTRY	SCHOLARLY ABILITY - ATHLETIC COACHES

A. Development of curriculum in area(s) of specialization

1. Course development

   a. Committee work
   b. Individual work

2. Innovations - Teaching tools

   a. Video-tape
   b. Film loops
   c. Slides

B. Professional publications in area(s) of specialization including, if possible, (1) level of publication; (2) academic reputation, (3) standards of selection, and (4) impact.

1. Books
2. Film productions
3. Periodicals
4. Professional journals
5. Newspapers
6. Refereed journals

C. Research in area(s) of specialization

1. Director of thesis study
2. Fellowships
3. Grants
4. Faculty symposia
5. Published work
6. Special studies
7. Unpublished work
8. Presentations (refereed/non-refereed)
9. Handbooks
10. Playbooks

UNIVERSITY AND PUBLIC SERVICE - ATHLETIC COACHES

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Conceptual Definition: Facilitates the function or growth of the College or Profession outside the realm of scholarship or coaching.

AREA	INSTRUCTOR/LEVEL 1	ASST. PROFESSOR/LEVEL 2	ASSOC. PROFESSOR/LEVEL 3	PROFESSOR/LEVEL 4
I. Committee Work	Participates on departmental program (curriculum, CBTE, major revision, etc.) administrative (personnel, reorganization, etc.) or service (library, graduation, honors and awards, etc.) committees.	Participates on departmental program or administrative committees. Chairs departmental service committees. Participates on campus wide service committees	Chairs departmental program or administrative committees. Has shown regular and continuing involvement on departmental committees. May chair a campus wide service committee or participate on campus wide program or administrative committees.	Chairs departmental and campus wide committees. Shows regular and continuing involvement on all types of committees. Involvement in the Faculty Senate as an officer or a member of the Executive Committee.
II. Formal and Informal Advisement	Shows knowledge of departmental and college wide programs. Is available to students for advice and counseling.			
III. Other Services to Students includes: career planning service clubs. Personal counseling recruitment of students for the program; Post graduate followings: alumni consultation and information.	Plays an assistive role in student activities. (Interpretation of assistive: helpful.)	Plays a facilitative role in student activities. (Interpretation of facilitative: Makes easier, provides direction.)	Plays an adjunctive role in student activities. (Interpretation of adjuctive: takes an adjunct role in initiating the solutions to student problems and assisting in developing professional opportunities.)	Takes initiative in facilitating the solutions to students problems and developing professional opportunities. Is instrumental in developing materials and programs in the student service area.

UNIVERSITY AND PUBLIC SERVICE - ATHLETIC COACHES (continued)				
AREA	INSTRUCTOR/LEVEL 1	ASST. PROFESSOR/LEVEL 2	ASSOC. PROFESSOR/LEVEL 3	PROFESSOR/LEVEL 4
IV. University and Public Service: This includes public reations type of activities such as: Volunteer work in community groups Coaching youth sports, volunteer consulting in the community and/or at the college. Community maybe considered to be within the limited area of the college or outside the institution. When consultation occurs in the situation where the faculty member is consulted because of the position they hold, the service is to be considered as Community Service.	Shows involvement as a helper or assistant in community and college service activities.	Plays a facilitative role in community service activities.	Provides direction and initiates community and college programs.	In the individual's professional or career there is increasing involvement in community service reflecting leadership and a record of articulating the college and community program.
V. Service to the Professional Organization. Professional Organization is in the context of career associations. Because geographical dimensions (local, state, national and international) vary according to the context of possibilities for each individual's area of specialization, it is not possible to assign rank on a general basis.	Becomes increasingly involved within the profession. Plays as assistive role in professional organizations.	Plays a facilitative role in the profession. Is sensitive to issues in the profession.	Provides direction and initiates programs in professional organizations. Takes an active role in the resolutions of issues.	In the individual's professional career there is active involvement in professional service reflecting leadership. Service reflects an active role in decision making.

UNIVERSITY AND PUBLIC SERVICE - ATHLETIC COACHES (continued)				
AREA	INSTRUCTOR/LEVEL 1	ASST. PROFESSOR/LEVEL 2	ASSOC. PROFESSOR/LEVEL 3	PROFESSOR/LEVEL 4
Addendum I. a. Committee work b. Titled administrative work	Responsibility is more administrative than supervisory and is limited to an immediate area of specialization (head of lab or performance area, training room etc.)	Responsibility is supervisory and administrative on the departmental sub unit level (entity, concentration, focus, etc.)	Responsibility is supervisory and administrative on the concentration, program, departmental, or unit level.	Responsibility is supervisor and administrative on the concentration, program, departmental, and campus-wide level.

UNIVERSITY AND PUBLIC SERVICE - ATHLETIC COACHES	
Form Entry	Suggested Possible Supporting Documentation
I. List of involvements on departmental, college, university committees, task forces, study groups, special projects, faculty senate, etc. Include position, if any, in group, whether membership was elected, appointed or voluntary, brief description of responsibilities and time involvement. List and description of titled administrative position(s) held. Include title, responsibility, whether elected or appointed, and a brief self-evaluation of accomplishments and performance.	Copies or descriptions of group products or outcomes, with an indication of your specific contributions. A job description. Copies of specific products generated through your direction, with an indication of specific involvement. Critical evaluation of performance by immediate supervisors, review committees, subordinates, Description of efforts to solve or provide leadership in the solution of problems. Description of efforts to assist, facilitate and promote the growth and development of subordinates.
II. Summary of formal and informal advisement activities.	Summary of advisement evaluations forms. Copies of letters from advisees. Special advisements forms, etc., which you have developed.
III. List of involvement in student clubs, organizations, problems, etc. Indication of approximate number of letters or recommendation or other documents written in support of students. Description of other services rendered to students as, for example, efforts in job placement.	Unsolicited or solicited letters of appreciation from students. Possibly one such letter as an example. Unsolicited or solicited letters of appreciation from students.

UNIVERSITY AND PUBLIC SERVICE - ATHLETIC COACHES (continued)	
Form Entry	Suggested Possible Supporting Documentation
IV. List and summary of services performed for the community. Indicate time involvement and whether involvement was solicited or volunteered.	Letters of invitation or commendation, newspaper clippings, if available, evaluations.
V. List and summary of involvements and responsibilities in organizing, hosting or working on conventions, conferences, clinics, etc. List of offices held, committee membership in professional organizations. Include a summary of responsibilities, indication of time involvement, whether position was elected, appointed or volunteered.	Letters of invitations and commendation. Copies of programs. Letters of invitations or commendation.

CONTINUING GROWTH - ATHLETIC COACHES

There are three different processes involved in setting goals (which leads to subsequent growth) in the three areas of teaching effectiveness, effectiveness of university service and scholarship:

1. Maintenance of skills and abilities
2. Improvement of skills and abilities
3. Personal development by such activities as reading and travel

Board of Trustees Definition: "as demonstrated by such things as reading, research, or other activities to keep abreast of current developments in this fields and being able to handle successfully increased responsibility."

Conceptual Definition: On-going process of professional development.

AREA	INSTRUCTOR/LEVEL 1	ASST. PROFESSOR/LEVEL 2	ASSOC. PROFESSOR/LEVEL 3	PROFESSOR/LEVEL 4
Self improvement in areas of interest and specialization	Self improvement in growth and exploration possible leading to increases in skills and abilities of a more technical or practical nature.	Self improvement is based, in part, on the prior identification of weaknesses and is more in the direction of exploring intellectual or theoretical concerns. Head coaches must be certified to coach in New York State.	Shows evidence of working to improve areas of weakness according to systemic plans. There seems to be an order or specific direction to self-improvement activities.	Shows evidence of term and continuing exploration of intellectual or theoretical concerns. Serves as a model for systemic planning.

CONTINUING GROWTH - ATHLETIC COACHES

Form Entry	Suggested Possible Supporting Documentation
I. List of conferences, conventions, clinics, workshops, training sessions, symposia, sport camps, etc. attended in order to improve knowledge, skills, teaching/coaching ability, etc. Include date, place and title of event(s).	Copy of program or event literature/materials
II. Description of <u>present</u> courses or program of study designed to update or redirect professional knowledge, skill or expertise.	Pertinent literature/materials describing course program of study.
III. Description of personal activity designed to improve knowledge or skill, including reading in books or journals, library research, self-improvement programs and experiences, travel, etc.	
IV. List of memberships in professional and/or scholarly organizations.	